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AUTHOR Platania, Phil; Haught, Debbie
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ABSTRACT

Nine lessons are provided in this interdisciplinary unit which examines how the early maritime cultures have affected the lifestyles of today. The unit is designed to supplement fifth and sixth grade social studies, art, science, language arts, mathematics, music, and reading curricula. Each lesson includes lessons concepts, competency goals, objectives, materials, list of vocabulary words, background information, teacher preparation, and activities. Activities are designed to foster development of manipulative, communicative, measurement, creative, inquiry, and organizational skills to enable students to develop a better understanding of how water influences history and human culture. Topic areas explored in the lessons are: (1) Algonkian history and culture; (2) early English settlers; (3) hardships of settlers' lives; (4) colonial industries (ships and ship building); (5) colonial industries (naval stores); (6) colonial crafts; (7) colonial folklore; (8) folk music; and (9) archaeological digs. A packet of materials to be duplicated for student use is included. (JN)

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A PROJECT CAPE RESOURCE

Developed under an ESEA Title IV-C Grant

Dare County Board of Education
P. O. Box 640
Manteo, North Carolina 27954

Dr. Carolyn H. Hampton
Project Director

William T. Martin
Curriculum Specialist

TITLE: Early Maritime Cultures Of North Carolina

GRADE LEVEL: 5-6

SUBJECT: Social Studies, Art, Science, Language Arts, Mathematics, Music, Reading

SKILLS: Manipulative, Communicative, Measurement, Creative Inquiry, Organizational

AUTHORS: Phil Platania
Debbie Haught

CONTRIBUTOR: Melissa Harrell

EDITOR: Bill Martin

ARTIST: Alta Steed

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School Administrators
Dare County Schools
Manteo, North Carolina

Superintendent
Mr. Stephen G. Basnight, Jr.

Assistant Superintendent
Mr. Willie E. Huber

Elementary Supervisor
Mrs. Jeannette T. Gard

Secondary Supervisor
Ms. Joyce M. Jordan

Consultants

Consultant
Dr. Ione Perry
Division of Development
North Carolina State Department
of Public Instruction
Raleigh, North Carolina

External Evaluator
Dr. P. Barry Hounshell
School of Education
University of North Carolina
Chapel Hill, North Carolina

Unit Reviewers

Mrs. Maxine Claar
Graham High School
Graham, North Carolina

Dr. Carol D. Hampton
Department of Science Education
East Carolina University
Greenville, North Carolina

Dr. Charles R. Coble
Department of Science Education
East Carolina University
Greenville, North Carolina

Mr. Gerry Madrazo, Supervisor
Alamance County Schools
Graham, North Carolina

Dr. Ira Trollinger, Principal
South Mebane Elementary School
Mebane, North Carolina

Mr. Rhett B. White, Director
North Carolina Marine Resources
Center/Roanoke Island
Manteo, North Carolina

Support Staff

Typist
Mrs. Robin D. Jackson

Production Assistant
Manteo High School
Co-Op 002 Class

UNIT CONCEPTS

WATER AND SOCIETY

Water influences history and human cultures.

1. Water provides a source of food, raw material, and energy for human consumption.
2. Water influences the development of civilizations.
3. Water availability influences where people live.
4. Water availability influences society's standard of living.
5. Water is a medium of transportation, commerce and communication.
6. Water availability shapes industry, agriculture and commerce.
7. Water plays a role in shaping our customs and beliefs.

PREFACE

The coastal environment has played an important role in the cultural and historical development of our nation. The significance of our maritime culture has often been diminished or forgotten in social studies classes.

The coastal Indians made full use of their water environment. They were dependent upon it for transportation and food. We have adapted many of their practices. Commercial fishermen use pound nets, as the Indians used weirs, to catch fish in the sounds.

The early colonists were also dependent upon their water world. Ships from their mother nations brought mail, clothing and supplies. They engaged in fishing and boat building.

This unit seeks to help teachers and students realize how the early maritime cultures have affected our lifestyles of today.

EXPLANATION OF CODING SYSTEM

FOR SUPPLEMENTARY MATERIALS

GRADE LEVELS AND SUBJECTS	CODE
K-2 Multidisciplinary	K-2a, K-2b, K-2c
3-4 Multidisciplinary	3-4a, 3-4b, 3-4c
5-6 Multidisciplinary	5-6a, 5-6b, 5-6c

SECONDARY SCHOOL	
Social Studies	SOC
Science	
Life	SC1
Earth	SC2
Biology	SC3

LESSON NUMBERS	
1	1.
2	2.
3	3.
etc.	etc.

SUPPLEMENTARY MATERIALS	
1	.1
2	.2
3	.3
etc.	etc.

EXAMPLES

K-2a
1.1 translates: a supplemental sheet, booklet or game number 1 that accompanies the first lesson of Unit K-2a for grades K-2.

SC2
6.4 translates: a supplemental sheet, booklet or game number 4 that accompanies the sixth lesson in Unit SC2 for earth science.

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Test			5-6c

Lesson Number: 1
Subjects: Art,
Social Studies
Skills: Manipulative,
Communicative,
Measurement,
Creative,
Inquiry

ALGONKIAN HISTORY AND CULTURE

LESSON CONCEPT

The North Carolina Algonkian Indians of 1585 had a society centered around the water.

COMPETENCY GOAL

The learner will show an understanding toward primitive cultures.

OBJECTIVE

The students will demonstrate an understanding of the Algonkian Indians through preparing an Algonkian feast, dressing in their fashion, creating some of their craft items, and reproducing a model of their villages.

MATERIALS

Materials needed are listed with each activity.

VOCABULARY

Lost Colony	Algonkian	John White	Shaman
Weroances	ossuary	Juncus	breechcloth
gallimaufry stew	grits		

BACKGROUND INFORMATION

In 1587, the English attempted their first colony in America, which later became known as the "Lost Colony." The settlers found a native group of Algonkian Indians inhabiting Roanoke Island. Most of our information on these Indians comes from the writings of the early colonists and the paintings by John White.

The Algonkians lived along the coast in southern Virginia and northeastern North Carolina. Historians believe that they migrated from the Great Lakes region. This tribe lived from the Albemarle Sound to the Pamlico River in what are now Beaufort, Washington, Hyde, Tyrrell, Dare and Pamlico counties. The Secotan Algonkians lived on Roanoke Island and the nearby mainland.

Due to the importance of natural forces in their lives, festivals of singing, dancing and feasting were held at the beginning of each season. The most important, the festival of the corn harvest, is depicted by John White.

While their society was mainly agricultural, their religion was based on gods of the hunt headed by a Shaman. The priests' duties included keeping the sacred fire burning continuously in the temple. In these temples, Weroances (autocratic rulers) were laid to rest. Their flesh was scraped from their bones and their skins stretched over their skeletons. At certain times bones were collected and buried in a group called an ossuary. Priests were influential since they controlled evil spirits and some were looked upon as prophets.

The coast yielded an abundant variety of foods. Deer, squirrel, bear, skunk, opossum, raccoon, rabbit, turkey and dove provided animal protein. Fish, shellfish, turtles and stingrays were harvested from the ocean. Wild grapes, berries and nuts were also part of their diet. The main staples were provided by agriculture. Maize was the main crop. Beans, peas and squash were grown between the rows of corn. Other crops included pumpkin, gourds, melons, cucumbers and uppowoc (tobacco).

Algonkian tools were made from natural objects such as bone, wood, and stone. Pots were made from coiled clay with designs imbedded by slapping the clay with a piece of cloth wrapped around a paddle. Baskets were made of split, painted cane. Arrowheads were made of stone such as flint or obsidian using an antler tip as a flaking tool. Weapons such as wooden clubs were sometimes inserted with a flake of stone. These flakes of stones were also used as knives.

Indians traded goods for copper and flint. Wampum made from Quahog shells, Roanoke from whelk and Peake from cockle shells were used in bartering. These shells were broken into small bits and polished into beads. Holes were drilled by twirling a reed with a stone drill. The beads were strung to form "belts" of various lengths.

The dugout canoe, much easier to push or paddle than a raft and much easier to steer, was used by the Algonkians. These hollowed out tree trunks were constructed by hollowing out logs by means of stone hammers and fire. While some canoes were used on the ocean shore for fishing, most were used on rivers and sounds.

Algonkians lived in small villages near streams and surrounded themselves with gardens. Small clusters of homes were sometimes enclosed by a circular stockade of poles. Their homes were rectangular with domed roofs. The frames were made of poles and covered with over-

lapping bark or woven mat that could be rolled up in warm weather. Benches made with poles and canes served as beds. Meals were eaten while sitting on mats woven of Juncus, a marsh grass.

Algonkians were fond of decorating themselves. Jewelry was made of bone, shells, pearls and copper. Feathers adorned the hair. Women were fond of tattooing themselves. This involved carrying the dye into their skin with sharp needles. Body painting with vegetable and mineral dyes was also popular. Hairstyles reflected their age or position in the tribe. One style for men involved shaving the right half of the head, the hair on the other side was left in a long lock. Clothes were made from deerskin and had heavy fringes. Women dressed in skirts that were longer in front than behind. Men wore breechcloths. Shirts and leggings were worn in winter.

The Algonkian way of life was disrupted by the English settlers. The Secotan Algonkians on Roanoke Island were the first to feel the effect. When the Lost Colony settled there, bad relations developed causing the Indians to move from the island. Although the Lost Colony disappeared, other settlers soon followed bringing new diseases for which the native Americans had no immunities. Problems also arose from differences in culture. By the late 1600's coastal Indians had declined in population and culture. In 1673-1676 there were "Indian Troubles." From 1711-1715 wars killed off many smaller coastal tribes. Other coastal tribes migrated north. By the 1800's only a few Indians may have been left after the wars, disease and starvation. If any survived, they conformed to the European way of life and intermarried with blacks and whites.

The Algonkians are extinct now, but they have left their mark on our lives. We consume the same species of plants and animals the Indians introduced to the settlers. Their tobacco, used in ceremonies, has become a major industry in North Carolina. The method of fishing with weirs (channeling fish into enclosures) was devised by coastal tribes. The Indians made wise use of the land, and others that followed have adopted their settlement pattern. Their farms, ports and villages have become our farms, ports and towns. The Indian fishing village on southern Roanoke Island is now the fishing village of Wanchese. Algonkians made seasonal settlements on Colington, now a summer resort. And lastly, the Indian names remain: Chicahauk became Kitty Hawk, Hatterask became Hatteras, others are Chicamacomico, Kinnekeet, and Roanoac became Roanoke.

TEACHER PREPARATION

Prepare a lecture from the background information, using maps of the area and pictures of John White's paintings. Select the activity(ies) and gather materials needed to accompany the activity.

ACTIVITIES

I. Algonkian Indian Feast

Materials: newspapers, shellfish, meat, fish, vegetables, stew pot, bowls, stove or hot plate

1. Pass out the menu and recipe sheet.
2. Divide the class into cooking details.
3. Prepare the meal with the food and recipes.
4. Serve the meal.
5. Make this a festive occasion. Have the meal in Indian fashion. Sit on the floor on mats or blankets. Eat from bowls with fingers, spoons or clam shells.

II. Indian Body Paint

Materials: red, white, brown clown make-up, newspapers, smocks for each child

1. Review the pictures of John White's paintings, pointing out how the Algonkians decorated themselves. (Shell and copper jewelry, tattooing by inserting dye into their skin with needles, painting their face, torso and legs with vegetable paints.)
2. Ask the children to compare the ways we decorate ourselves today with Indian decorations.
3. Explain to the children that they will now decorate themselves as the Indians did.
4. Draw desings on the board.
5. Divide the class into groups of four or five, giving each group newspapers, paints and smocks.

III. Indian Craft Items

Materials: bones, wood, stone, modeling clay, cane and shells (Many of these items can be brought in by students.)

1. Review the pictures of John White's paintings, noting the various tools, weapons, baskets and jewelry. Assign students to be looking for naturally occurring tools such as the Indians used.

2. Remember all such tools must be naturally occurring and not forged from iron or steel.

3. Have students bring in all of the materials that they could locate and choose an item that they would like to make.

   SUGGESTIONS:
   a. tools of bone, wood, stone
   b. baskets woven of split, painted cane
   c. weapons made from wooden clubs sometimes inserted with flakes of stone
   d. beads made of shells and strung on "belts" of various lengths
   e. copper jewelry could be made from copper wire by pounding it flat and shaping it

IV. An Algonkian Indian Village

Materials: popsicle sticks, glue, paint, staples, caning or long dried grass, boxes, etc.

1. After studying the pictures of John White's paintings have the students make a scale model of an Algonkian village.

2. Discuss possible reasons for the shapes of huts, the general set up of the village, the design of the stockade around the village, etc.

QUESTIONS

1. How did the ocean and other bodies of water influence the lifestyle of the Algonkians in the areas of food, transportation and housing?

2. What foods and other crops introduced to the settlers by the Algonkians are still part of our diets and lifestyles?

3. What Indian names are still attached to places on the North Carolina coast?

4. How did the Indians make wise use of the land and other natural resources?

SOURCES

Corbitt, David Leroy. Explorations, Descriptions and Attempted Settlements of Carolina, 1584 - 1590. Raleigh, N.C.: State Department of Archives and History, 1953.

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Lesson Number: 2
Subjects: Social Studies, Science
Skills: Manipulative, Communicative, Organizational, Measurement, Inquiry

EARLY ENGLISH SETTLERS

LESSON CONCEPT

Water influcence where people live and the development of their civilizations.

COMPETENCY GOALS

1. The learner will use maps and globes.
2. The learner will organize and analyze information and draw conclusions.

OBJECTIVES

1. The students will be able to label important places on the North Carolina coast.
2. The students will draw maps of the local area in order to experience early map-makers problems.

MATERIALS (Listed also with each activity.)

early map of North Carolina coast
map outline of the world
map outline of North Carolina coastal area
map of the ocean currents

VOCABULARY

Roanoke	Hatteras	Chowan	Ocracoke
Cape Fear River	Cape Fear	Trinity Harbor	Albemarle Sound
Cape Lookout	Pamlico Sound	Bogue Sound	Cape Hatteras

BACKGROUND INFORMATION

Individual's Reasons For Coming To The New World

1. Freedom to earn a better living - Many English landowners had switched from farming to raising sheep. Fewer people were needed to tend the flocks. The sheep grazed on the land where formerly many people had worked and lived. Large numbers of English people were jobless and homeless. America offered opportunities like jobs, land and a new way of life.

2. Greater freedom to own land - In England during the late 1500's, many people could never hope to own land. Land belonged to the upper classes and was handed down to the oldest son. The younger sons of wealthy people had no land of their own. There was plenty of land for everyone in the New World - even the poor could own land.

3. Freedom of Religion - In England people were supposed to accept the king as the head of the Church of England. They were expected to attend services, agree with teachings of the Church and give money for its support. Many people did not like these religious restrictions, such as the Catholics and other denominations. Some members of the Church of England wanted to make changes in the Church or seperate from it entirely. Many Englishmen wished to go to American where they would be free to worship as they pleased.

4. Freedom to share in government - Many Englishmen believed they were losing their rights to share in their government under their monarchs. They believed that in the colonies they might regain these rights and were willing to give up the comforts of their old homes for these freedoms.

5. Spirit of Adventure - Of course some went just out of a spirit of adventure, as the Spaniards did, hoping to find gold.

England's Reasons For Wanting To Colonize The New World

1. By colonizing the New World, England's world power was then increased and thereby lessened the power of Spain.

2. England could profit from riches found in the New World.

Important People

1. Queen Elizabeth I - Wanted to increase the power of England with the New World expansion.

2. Sir Walter Raleigh - An adventurer and businessman, was hoping to find riches in the New World and establish a secret base from which English ships could attack the Spanish ships loaded with gold and treasures.

3. Sir Francis Drake - A privateer, but could more aptly be called a pirate, who worked with the Queen's secret blessings.

4. John White - He was a very good map maker and artist. It is through his maps and drawings that we get the best picture of Indian life in this area. He was also the Governor of the Lost Colony and grandfather of Virginia Dare.

5. Virginia Dare - The first child born of English parents in the New World. She disappeared with the rest of the colonists known as the Lost Colony.

6. Ralph Lane - Governor of the first colony (all male) on Roanoke Island. It is believed that all of the troubles with the Indians of the area started while he was governor.

7. Simon Fernando - Navigator on most of the voyages to the New World for the English. It is believed that he refused to take the "Lost Colonists" on to Chesapeake Bay and that this was one of the reasons they decided to settle again on Roanoke Island amid the hostile Indians.

The North Carolina-Virginia coastal area was chosen for colonization for several reasons. The many rivers, sounds and bays provided good harbors for protection from the ocean storms. The weather was mild with a temperate climate, plenty of rainfall and a long growing season. The Gulf Stream was about twenty miles off-shore and was used for returning to England.

The Englishmen sailed south along the Canary Current, then west along the North Equatorial Current and north up the Gulf Stream to reach Roanoke Island. The currents allowed the colonists to shorten their voyages. They stopped at the Canary Islands and the West Indies to restock food and fresh water.

First Settlement on Roanoke Island and the "Lost Colony"

Queen Elizabeth I granted to Sir Walter Raleigh letters patent to settle the New World. In 1584, Raleigh sent Philip Amadas and Arthur Barlowe in two ships to discover new lands. They explored the coast of North Carolina, which they called Virginia in honor of Queen Elizabeth, and returned to England with two Indians, Wanchese and Manteo, and many products of the country.

In April 1585, a second voyage was made to Virginia (North Carolina) by Sir Richard Grenville for Sir Walter Raleigh, Settlers were carried to Virginia under the charge of Ralph Lane. They remained in Virginia until June 1586, when Sir Francis Drake took them back to England after merely stopping to see how they were doing. It is believed that the troubles with the Indians began during this time.

In April 1587, Sir Walter Raleigh sent three ships under John White, whom he appointed governor, with 150 persons to settle in Virginia. For the first time the colonists included women and children. The ships, including John White as passenger, returned to England for supplies in August of that year.

For many years England and Spain had been developing their sea power and were vying for supremacy of the sea. War was inevitable. Since the conflict was approaching, John White found upon his return to England, that no ships were allowed to leave England to take food and supplies to the colonists. This situation continued until the English defeated the Spanish Armada in August of 1588.

Ships laden with supplies and provisions arrived at Roanoke Island in August of 1590. John White found no signs of the colonists. After much searching, they found the abandoned settlement and the word "Croatoan" carved on a tree. This suggested that the colonists might have gone to live with that tribe of Indians. However, bad weather, the shortage of supplies and several accidents prevented White and his men from going to Croatan to search for the "Lost Colonists." The ships returned to England, never having learned the fate of the English colonists.

The English did not attempt another settlement until 1607, when Jamestown, Virginia was founded.

TEACHER PREPARATION

Prepare a lecture from the background information using maps with ocean currents to trace the voyages, early maps of the Virginia/North Carolina coast to ship the settlements and recent maps of the same area.

STUDENT PREPARATION

Study maps provided with this lesson carefully. You will be asked later to point out the same information on other maps.

ACTIVITIES

I. Map Location

1. Pass out outline maps of the North Carolina coast, 2.4.
2. Instruct the students to label all places and waterways that they can recall.
3. Allow students to look at one another's work and complete the maps.

II. Drawing Maps

1. Divide the students into groups of three or four.

2. Assign each group the same area to map. (School playground, city park, neighborhood near school, etc.)

3. When maps are completed, allow groups to switch and compare the maps.

4. Point out and discuss differences. Relate this to the problems of early map makers.

ENRICHMENT

Read the "Lost Colony" by Paul Green to the class. Make sure they know most of it is fiction.

SOURCES

Corbitt, David Leroy. Explorations, Descriptions and Attempted Settlements of Carolina, 1584 - 1590. Raleigh, N. C.: State Department of Archives and History, 1953.

Porter, Charles W. III. Adventures To A New World. Washington, D. C.: Office of Publications, National Park Service, U. S. Department of the Interior, 1972.

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Lesson Number: 3
Subjects: Social Studies
Art, Health,
Language Arts
Skills: Inquiry,
Manipulative,
Organizational,
Creative,
Communicative,
Measurement

HARDSHIPS OF SETTLERS' LIVES

LESSON CONCEPT

Human behavior has been shaped by needs and problems.

COMPETENCY GOALS

The learner will organize and analyze information and draw a conclusion.

OBJECTIVES

1. The students will be able to state the significance of pirates in North Carolina history.
2. The students will produce an original composition, play or treasure map.

MATERIALS

Listed with each activity.

VOCABULARY

piracy
Privateers

BACKGROUND INFORMATION

1. Shelter - When the "Lost Colonists" landed on Roanoke Island they found the fort left by Grenville razed, but the houses standing. They had to repair the existing houses and build new ones immediately. Although the trees were plentiful, the tools and methods they had to utilize were primitive.

2. Food and Water - Upon landing, there was an immediate need to find fresh water. This was done fairly quickly, but not before several colonists fell ill from drinking from a contaminated pond.

Food was not an immediate problem due to the supplies brought on the voyage, but crops had to be planted and few could be, since the party landed in late July. There were, however, many native fruits growing and game and fish were plentiful. However, it is believed the colonists were very short on food that winter.

3. Pirates and Privateers - Although piracy reached its heyday in the early 18th century, there were many pirates and privateers along the coastal waterss of North and Central America during the late 1500's and early 1600's. There was little difference between the two "enterprises" except in purpose and division of the booty. A privateer was commissioned by his country's government to raid and capture the commercial ships of unfriendly or enemy countries. When a "prize" was sold, the privateer's captain shared the profit with his government and his crew. Pirates, on the other hand, recognized no government and obeyed no laws; they divided the spoils among themselves.

TEACHER PREPARATION

The teacher should obtain several books on pirates of this area. Suggested books:

The Pirates of Colonial North Carolina by Hugh F. Rankin

The Golden Age of Piracy by Hugh F. Rankin

Buccaneers and Pirates of Our Coast by Frank F. Rankin

ACTIVITIES

I. Pirates

1. Divide the class into groups.

2. Each group will research and present one of the following topics to the class:

   a. Pirates: Sir Francis Drake, Stede Bonnett, Blackbeard or Edward Teach, Ann Bonny, or Mary Read
   b. Historical importance of pirates and privateers
   c. Economic effects of pirates
   d. Government officials' involvement with pirates

II. Construct a Coastal Village

Materials: cardboard boxes, milk cartons, construction paper, paints, brushes, wheat paste and newspaper for paper mache, glue, staples, popsicle sticks for stockade

1. The students should plan the layout of a coastal village.

2. Divide students into groups for constructing houses, public buildings, fort, boats, gardens and the harbor.

III. Creative Writing

1. Students will write an original story based on situation cards provided by the teacher.

2. Students could write situation cards for other students to use.

3. Have the students read their stories aloud in class.

4. Example situations are:

   a. You have spent three months as a hostage on a pirate ship. One day you see land far in the distance and begin to plan your escape. . .

   b. Your voyage to the New World has taken much longer than expected due to bad weather. Your supplies are running low, your crew is frightened, and you're not sure where you are. You see a ship in the distance, but she is flying a pirates' flag. You assemble the crew on deck and . . .

   c. You are a member of the colonists under governor John White on Roanoke Island. Governor White, along with the expected supplies from England, is long overdue. The trouble with the Indians is increasing. A decision must be made. . .

IV. Pirates Treasure - mapping and story writing

1. Have a small group of children (pirates) paint a treasure map of an island. It should be a picture map that includes landmarks such as trees, caves, rivers and mountains.

2. The trail should be drawn on the map by the pirates with a black felt tip pen.

3. The pirates give their treasure map to a group of their trusted friends to help them find the treasure.

4. The second group of children write stories describing the trail and their experiences finding the treasure.

5. The maps and stories may be displayed together in the room.

ALTERNATE ACTIVITIES

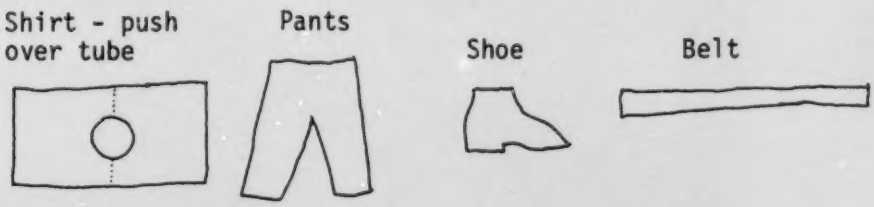
I. Play Pirates

Adapt one of the children's stories for a play and perform it for another class.

II. Pirate Puppeteers

Materials: cardboard tube (4½"), glue, yarn, scissors, cardboard, paint, felt or cloth, flour or wheat paste, newspaper, thumb tacks, yarn

1. Make a ball of some newspaper and cover it with a small sheet of newspaper twisted together.
2. Stuff the ball into the tube.
3. Cover the tube and ball with strips of newspaper dipped into a thick flour/water mixture or wheat paste.
4. Set this aside to dry.
5. Cut the fabric for the pirate's clothes.

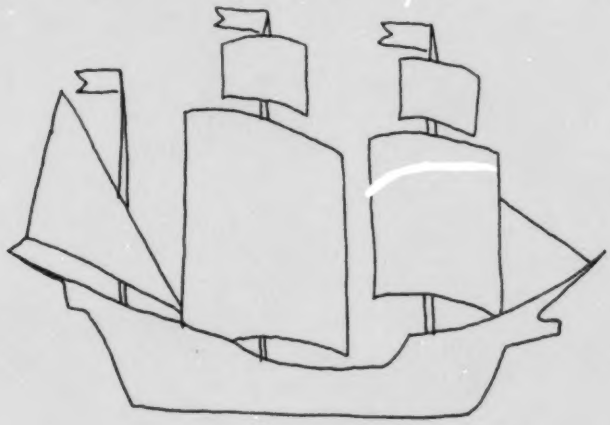


6. Paint the face on the ball and glue on yarn for the hair.
7. Glue on the clothes, add paper arms, and the finger puppet is complete.

8. Organize some students who are interested in making a puppet theater for the Pirate Puppet Theater.

9. Cut a silhouette of a ship out of cardboard. Paint it and tack it to the side of a bookcase or table.

10. Use one of the student s plays to perform in the theater.



QUESTIONS

1. Who were the famous pirates that lived in the coastal area of North Carolina?

2. What different roles have pirates played in North Carolina history?

3. What were the economical effects of pirating in North Carolina?

4. What role did pirates play in the development of literature, folk tales and songs?

5. In what ways were government officials involved with pirates and privateers?

SOURCES

Engle, Eloise and Arnold S. Lott. America's Maritime Heritage. Annapolis, Maryland: Naval Institute Press, 1975.

Rankin, Hugh F. The Golden Age of Piracy. New York, N.Y.: Holt, Rinehart and Winston, 1969.

Rankin, Hugh F. The Pirates of North Carolina. Raleigh, N.C.: Department of Cultural Resources, Division of Archives and History, 1977.

Lesson Number: 4
Subjects: Language Arts,
Social Studies,
Mathematics
Art
Skills: Manipulative,
Communicative,
Measurement,
Creative

COLONIAL INDUSTRIES:

SHIPS AND SHIP BUILDING

LESSON CONCEPT

People have developed many useful forms of transportation.

COMPETENCY GOAL

The learner will organize and analyze information and draw conclusions.

OBJECTIVE

The students will be able to recognize and name the early ships and their parts.

MATERIALS

Listed with each activity.

VOCABULARY

See "Nautical Terminology" sheet, 5-6c, 4.6

BACKGROUND INFORMATION

Most of the early settlers in the colonies were laborers, craftsmen and farmers. As they struggled to make a home in a strange and sometimes savage world, they saw the small ships in the harbor as their only link to the mother country. Ships brought mail, livestock, clothing, clocks, furniture, tools, trinkets for trade with the Indians, guns and ammunition. The hard-working colonists soon were at home on both land and sea. They built log cabins and fishing boats; cleared land for

crops and fished the rivers and coastal waters. The fine harbors along the coast as well as the abundant supply of tall timber caused some of the colonists to turn their efforts towards ships for fishing and trade. Colonial shipbuilders designed the kinds of ships that would best suit their needs. Their boats were sturdy, fast and capable of outrunning the British revenue vessels. Shipwrights turned out sloops and brigantines for the coastal trade, and pinks, ketches and other small craft for fishing. Around the shipyards were related businesses: shops making sails, pumps, ironworks, anchors, masts and spars; stores selling provisions, watches, charts, nautical books and clothing.

ACTIVITIES

I. Communication With Flags

Materials: signal flag sheets 4.1, 4.2, construction paper, glue

1. Duplicate copies of the signal flag sheets and have students study them.

2. Divide the students into two groups and have each group reproduce the flags on construction paper.

3. Have the groups send messages to each other using the flags.

4. Have a spelling bee with the flags.

II. Metric Shipbuilders

Materials: popsicle sticks or paper drinking straws, glue, thread, yarn, construction paper, light-weight cardboard, activity cards

1. The students will create a sailing ship of their own from the metric specifications. Activity cards are on supplementary sheet 4.4.

2. Give each group of students an activity card with metric specifications.

3. The students should cut the outline of the deck from the cardboard using the correct dimensions.

4. Glue the popsicle sticks or paper drinking straws as masts to the deck.

5. Cut out the sails, using correct dimensions, from the construction paper and glue to the masts.

6. Attach the thread for rigging.

7. When the sailing vessels are completed, display them in the classroom.

8. The students may be assigned to do research on different types of sailing vessels from this era to display with the models.

III. Marlinspike Seamanship (Knot tying)

Materials: yarn or macrame thread, knot illustration sheet, 4.5

1. Give each student a copy of the knot sheet and let them study the different knots.

2. Demonstrate how each knot is made, using the instructions.

3. Give each two students a one-foot length of yarn or macrame thread and let them practice the knots.

4. Discuss with the students the purpose and usage of the different types of knots on board a ship.

IV. Nautical Terminology

Materials: supplementary sheets 4.6 and 4.7 for each student, 4.8

1. Draw an outline of a sailing vessel on the chalk board or on a large mural paper, using supplementary sheet 4.7 as a guide.

2. Give each student a copy of the "Nautical Terms" supplementary sheet 4.6 and a copy of the sailing vessel outline 4.7.

3. Allow a student to label a part of the sailing vessel on the board with chalk using information learned in previous lessons or activities.

4. Each student will label their outline as it is labeled on the chalk board or mural. Use supplementary sheet 4.8 as an "answer sheet" to complete labeling.

5. Discuss the importance of everyone on board knowing the terms and their exact definition.

ENRICHMENT

1. Invite a Coast Guard officer, Naval officer or a similar resource person to give a demonstration with the flags and talk about the present day use of flags for communication.

2. Have students design their own flags that will send a message, such as the skull and crossbones. Share the flags with the class as they try to determine the intended messages.

3. Visit a boatbuilding industry.

SOURCES

Culver, Henry B. and Gordon Grant. The Book Of Old Ships. Garden City, N.Y.: Garden City Publishing Company, Inc.

Davis, Charles G. Ships Of The Past. New York, N.Y.: Bonanza Press, 1979.

Engle, Eloise and Arnold S. Lott. America's Maritime Heritage. Annapolis, Maryland: Naval Institute Press, 1975.

Smith, Hervey G. Marlinspike Sailor. DeGraff, 1969.

Lesson Number: 5
Subjects: Science,
Reading,
Mathematics
Skills: Inquiry,
Manipulative,
Organizational,
Communicative,
Measurement

COLONIAL INDUSTRIES

NAVAL STORES

LESSON CONCEPT

People are always searching for a better way to produce and preserve things.

COMPETENCY GOALS

1. The learner will understand that science is a way of finding out through observation and experimentation.

2. The learner will enjoy scientific activity.

OBJECTIVE

The students will investigate and evaluate the effects of weathering on shellac and varnish.

MATERIALS

popsicle sticks	rosin	alcohol	two jars
linseed oil	water	salt	two milk cartons
two artists' brushes	shoe box	balance scales	
graduated cylinder			

VOCABULARY

naval stores	tar	pitch	rosin
turpentine	linseed oil	shellac	varnish
weathering			

BACKGROUND INFORMATION

During colonial times, the most important commercial industry was naval stores - tar, pitch, rosin and turpentine. These products were used in the construction and maintenance of sailing vessels. Pitch and turpentine were originally used to caulk the seams of the boats; shellac and varnish were used to preserve the wood.

Tar, pitch, rosin and turpentine were highly prized in England and brought good prices. The naval stores industry was centered in the North Carolina and Virginia coastal plains, but gradually spread to the rest of the southern states.

Rosin is a translucent yellow to dark brown material made from the sap of pine trees. Two by-products of rosin are varnish and shellac, both having wood protective qualities.

ACTIVITIES

I. Making Shellac and Varnish

1. Visit a grove of pine trees and notice the gummy rosin seeping from splits in the bark.

2. Collect some rosin pellets and allow them to dry in a warm place for several weeks. (If none can be found, buy powdered rosin from a hardware store.)

3. When the pellets are dry, wrap them in a cloth and crush them into a fine powder with a hammer.

4. Place 2 grams of rosin in a jar. Add 3 milliliters of alcohol. Stir with a popsicle stick to dissolve. Keep the jar sealed when not in use, as alcohol evaporates quickly. Label the jar as "SHELLAC".

5. Place 3 grams of powdered rosin in a jar. Add 2 milliliters of linseed oil and 2 milliliters of turpentine to allow mixture to flow freely.

6. Stir to dissolve rosin. Keep the jar sealed when not in use. Label the jar "VARNISH".

II. Testing Weather Effects on Shellac and Varnish

1. Write the word <u>shellac</u> on four popsicle sticks with a pencil.

2. Apply a coat of shellac to each stick with a paint brush. Clean the paint brush with turpentine.

3. Write the word Varnish on four other popsicle sticks with a pencil.

4. Apply a coat of varnish to each stick with a paint brush. Clean the paint brush with turpentine.

5. Place washed sand in the bottom of two milk cartons. Fill one with fresh water and the other with sea water. (If sea water is unavailable, add 17 grams of salt to 500 milliliters of warm water.) Use an empty shoe box with a lid as a control chamber.

6. To test the effect of air on the coating materials, push the popsicle sticks half way into the ground in the school yard in a protected place.

7. Place an uncoated popsicle stick, a popsicle stick with shellac and a stick coated with varnish into each of the weathering agents - dry container, salt water and fresh water.

8. Allow two weeks to pass. Inspect the surface of the sticks for weathering. Record the amount of weathering on a chart for the class.

Protective Coatings	Dry Container	Weathering Agents		
		Salt Water	Fresh Water	Air
None				
Shellac				
Varnish				

+++ Extensive weathering

++ Moderate weathering

+ Slight weathering

0 No weathering

ENRICHMENT

1. Appoint students to interview people in the shipbuilding industry and report to the class on their jobs.

2. Invite a representative of a marine paint company to talk with the class. Have him discuss the new methods of preserving wood.

QUESTIONS

1. What evidence of weathering did you observe?

2. Which type of coating material protected the wood most in each of the weathering agents?

3. What are some properties of shellac and varnish that make them good coating materials?

4. How does rosin portect pine trees?

SOURCES

Hampton, Carolyn H. and Carol D. Hampton. "Shellac and Varnish: Make and Test Your Own." Science and Children, 18, No. 3, (November/December, 1980), p. 35-36.

Lesson Number: 6
Subjects: Art,
Mathematics,
Reading,
Social Studies
Skills: Manipulative,
Organizational,
Creative,
Measurement,
Communicative,
Inquiry

COLONIAL CRAFTS

LESSON CONCEPT

People have often produced crafts that were useful.

COMPETENCY GOALS

1. The learner will develop concepts of art history.
2. The learner will develop manipulative skills.

OBJECTIVE

The students will research and reporudce a craft item from colonial times.

MATERIALS

Listed with each craft activity.

VOCABULARY

craft	sundial	slurry	deckle	loom
chandlers	ship carvers	gnomon		

BACKGROUND INFORMATION

During the colonial era crafts and trades were often practiced in the home or small shops. Craftsmen who specialized in different trades were found in colonial towns and villages. Families that lived along

the frontier and in rural areas had to be knowledgeable in all the crafts and trades or do without.

Craftsmen and tradesmen performed specialized work and had to be trained for several years as an appretice. Some colonists were not able to pay for thier passage to the New World. They agreed to work as an apprentice for a specific period of ime to pay for their trip. Many services and products consumed today were made by hand and performed by individuals in colonial times. Some of the colonial crafts and trades were candle making, soap making, pottery, printers, funtiture makers, weavers, silversmiths, locksmiths, blacksmiths, paper makers, shoe cobblers, dress makers and carpenters.

TEACHER PREPARATION

Collect and organize the materials necessary for each activity.

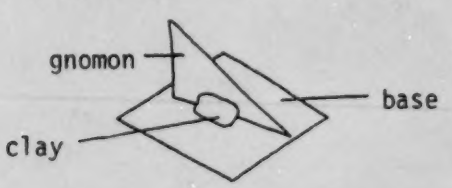
ACTIVITIES

I. Making Sundials

Materials: cardboard, protractor, ruler, clay

1. Out of heavy cardboard cut a square with dimensions 30 cm x 30 cm.

2. The inclined angle that casts the shadow is called the gnomon. Cut a triangle out of the cardboard that has a base of 15 cm and a height of 10.5 cm which results in an angle of 35^{o}. The angle should be the same as the latitude of the locality where the sundial is to be used. North Carolina lies between the 34th and 37th latitude lines.



3. Use clay to hold the triangle to the center of the square.

4. The students should position the square so the hypotenuse faces the North Star.

5. The students should mark off the hours on the sundial as the shadow falls.

II. Printing

Materials: potatoes (one for each two students), plastic picnic knives, ink or ink pad, newsprint

1. Give each two students a potato that has been sliced in half and a plastic knife.

2. Assign each student a different letter of the alphabet to carve.

3. Allow the class to decide on which type of carving will be employed: a. carving into the potato so that the letter is recessed or b. carving away the potato surface so the letter is raised.

4. After the carving is completed, decide upon a newspaper headline to print.

5. Students will select the appropriate letter, ink the letter and print on the newsprint.

6. Display the headline in the class.

III. Weaving

Materials: heavy cardboard, scissors, yarn, ruler, yarn needles

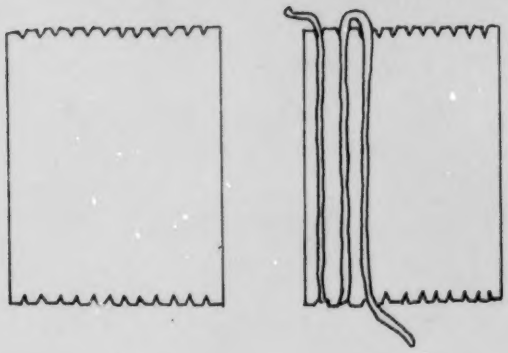
1. Each student should bring a piece of heavy cardboard 28 cm x 35 cm from home to make a loom.

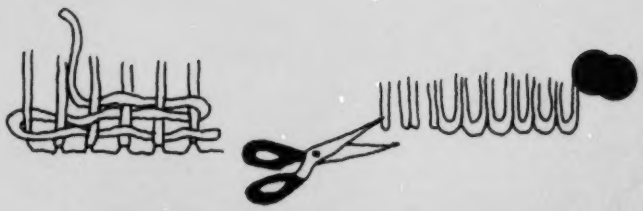
2. With a ruler mark spaces 13 mm apart on the top and bottom of the cardboard. Cut slits at these marks about 13 mm deep. See illustration.

3. Tie a knot in the end of the yarn and catch the knot in the first slit. Now, wind the yarn around the cardboard through the slits. Begin at the top left corner. Bring the thread to the left bottom slit, over to the next slit on the bottom and then back up to the second slit on top. Continue this until the board is covered with the yarn. Tie a knot in the yarn in the last slit.

4. Thread the needle with the yarn. Go over and under the threads from right to left, starting at the lower right corner. When you reach the left edge, turn around and weave the second row. Continue this until the weaving is complete.

5. Take the threads out of the slits and cut each loop open and tie the ends together.





IV. Chandlers

Materials: box of paraffin wax, 2 coffee cans, electic hot plate, double boiler, candlewicks or string, crayon bits

1. Fill one coffee can full with cold water.
2. Fill second coffee can 3/4 full with cold water and heat on hot plate in double boiler.
3. Put paraffin into heating water and allow wax to melt.
4. Hold wick and dip into hot wax and then dip wick into cold water to harden. Pull wick straight.
5. Repeat this process until the candle increases to desired size.

SAFETY PRECAUTION: Heating paraffin can be dangerous! Never boil or overheat. Paraffin can ignite. Always use a double boiler. Wax fires must be smothered.

V. Figure-Head Carving

Materials: kitchen utensils, plaster of paris, milk cartons

1. Pour mixed plaster of paris into milk cartons one-quarter full.
2. When the plaster is set, tear off the box.
3. The student should sketch a design on paper before beginning to carve.
4. Carve the blocks with kitchen utensils or sculpture chisels.
5. Display the finished figure-heads in the classroom

HINT: Plaster blocks dipped into water makes carving easier.

ENRICHMENT

I. Making Paper

Materials: screen wire, paper towels, 2 wooden picture frames 6" x 6", old newspaper, plastic dish pan warm water, egg beater

1. Attach the screen wire to one of the wooden picture frames to make the paper mold.

2. Tear old newspapers into small strips, place them in the dish pans with warm water, let the paper soak and beat it. The water/paper mixture is called the slurry.

3. Hold the mold screen side up and place the empty frame on top. The empty frame is called the deckle.

4. Dip both frame and mold into the dish pan of slurry.

5. Raise frame and mold slowly and drain.

6. Remove top frame.

7. Turn screen over onto paper towel blotter and sponge screen dry.

8. Remove screen. Put another paper towel on top of the "wet leaf" and iron dry.

9. Remove blotters and the paper is complete.

HINT: To add authenticity to this activity, finely chopped, shredded dried corn husk or dried leaves and weeds could be used instead of newspaper.

II. Making Soap

Materials: bacon grease, pyrex dish, 15 ml lye, electric hot plate

1. Place 300 ml of bacon grease and 15 ml of lye into a pyrex dish. (Pyrex dishes are preferred over aluminum pans.)

2. Cook gently over medium heat for 1 hour, stirring occasionally. Avoid splattering by placing a loose lid over the container.

3. While the mixture is still a liquid, pour into a pan or mold.

4. Allow the soap to harden and cut into desired pieces. This soap is biodegradable.

QUESTIONS

1. How have colonial crafts evolved to modern times?

2. How did the Industrial Revolution affect each of the crafts?

3. Which of the colonial crafts are no longer practiced except as a hobby?

4. If you were a colonist, under which craftsmen would you like to be an apprentice? Why?

SOURCES

Colby, C. B. A Colby Book About Early American Crafts. New York, N. Y.: Coward-McMann, Inc., 1967.

Tunis, Edwin. Colonial Craftsmen and the Beginnings of American Industry. New York, N. Y.: World Publishing Company, 1965.

Wiseman, Ann. Making Things: The Handbook of Creative Discovery. Boston, MA: Little, Brown and Company, 1973.

Lesson Number: 7
Subjects: Art,
Reading,
Social Studies
Skills: Organizational,
Communicative,
Inquiry

COASTAL FOLKLORE

LESSON CONCEPT

Folklore has been an important tool in passing history, customs and beliefs to future generations.

COMPETENCY GOALS

1. The learner will enjoy a wide variety of literature.
2. The learner will use literature for self-expression.

OBJECTIVES

1. The students will define the term folklore and give examples.
2. The students will be able to relate some legends of the Outer Banks and coastal North Carolina.

MATERIALS

books on coastal folklore of North Carolina
drawing paper
crayons
3" x 5" index cards

BACKGROUND INFORMATION

The dictionary defines folklore as the "traditional customs, beliefs, dances, songs, tales or sayings preserved orally. . .among a people or group." Everyone can remember ghost stories or superstitions told to them as a child. Stories and songs are probably the most easily recognizable form of folklore. Folklore is the oldest form of history; societies passed on their customs and beliefs orally to the next generations.

TEACHER PREPARATION

Obtain as many books as possible on the folklore of coastal North Carolina. Following are examples.

Rutledge, Archibald. From The Hills To The Sea: Fact and Legend of The Carolinas. New York, N.Y.: The Bobbs Merrill Company, Inc., 1958.

Walser, Richard. North Carolina Legends. Raleigh, N.C.: North Carolina Department of Cultural Resources, Division of Archives and History, 1980.

Whedbee, Charles Harry. Legends of the Outer Banks. Winston-Salem, N.C.: John F. Blair, Publisher, 1966.

Whedbee, Charles Harry. Outer Banks Mysteries and Seaside Stories. Winston-Salem, N.C.: John F. Blair, Publisher, 1978.

ACTIVITIES

I. Folklore Illustration

1. Read several of the stories on coastal folklore to the class.
2. Discuss the stories with the class.
3. Give paper and crayons to the students and allow them to illustrate their favorite story.
4. Allow several students to explain what their picture depicts.
5. Display the students' illustrations in the room.
6. Allow interested students to read more stories on coastal folklore.

II. Collecting Folklore Home Remedies

1. Read several of the Home Remedies found on Supplementary Sheet 7.1.
2. Discuss with the class the need for home remedies in isolated areas that did not have doctors.
3. Assign the students the task of asking neighbors and relatives for home remedies and write them on note cards.
4. The students should write the name of the contributor and date on the note card.
5. Prepare a display of the home remedies in the classroom.

6. Ask the students which home remedies they think really work.

7. If students are interested, let them collect superstitions, weather signs and legends in your area.

SOURCE

Williams, Perley and Lorna Baum. Sea Chest. Buxton, N.C: Cape Hatteras School, Summer 1974.

Lesson Number: 8
Subjects: Music,
Language Arts
Skills: Communicative,
Creative

FOLK MUSIC

LESSON CONCEPT

People use music as a means of self-expression.

COMPETENCY GOALS

1. The learner will have a better appreciation of the area.

2. The learner will have a better appreciation of the people.

OBJECTIVE

The students will show a knowledge of some of the folk music of the area.

MATERIALS

album, Between The Sound and The Sea, Music Of The North Carolina Outer Banks and Songs Of The Clippers — record player

VOCABULARY

Chantey (shanty, chanty)
short haul chantey
long haul chantey
capstan chantey

BACKGROUND INFORMATION

Chanteys, one form of folk music, were songs sung by sailors on tall ships. They were used to put rhythm and spirit into the work efforts of the men. The chantey man was the work leader on a tall ship. He was hired for his strong singing voice rather than his ability to do strenuous work. The other crewmen sang the chorus to his songs while doing their jobs.

The "short haul" chantey accompanied a job that required only a few hard pulls. A "long haul" chantey accompanied longer, more sustained labor. The "capstan" chantey accompanied the weighing of the anchor.

A capstan was the device used for hoisting the anchor.

The folk tales and legends of the Outer Banks are well known. The oral tradition of music and ballads has not received as much attention. Many of the songs often describe common-place events that occurred along the Outer Banks; ship wrecks, murders and the hardships of life. Through the original music one can gain an appreciation of the values and culture of the native Outer Bankers.

TEACHER PREPARATION

Obtain the record and album from the publisher.

Between The Sound And The Sea $13.95 cost	Folkways Records and Service Corp. 43 W. 61st Street New York, NY 10023
Songs Of The Clippers $2.50 cost 1.00 shipping	Droll Yankees Inc. Mill Road Foster, RI 02825

ACTIVITIES

I. Coastal Music

1. Play the album Between the Sound and the Sea for the students.
2. Ask the students to write down phrases that they do not understand.
3. Discuss the phrases in class.

II. Writing A Folk Song

1. Have the students pick a common place event of home or school.
2. The students should write a short poem, describing the event, that could be sung.
3. Have the students sing their folk song to the rhythm of a well known childrens' song (i.e. "Old MacDonald", "Mary Had A Little Lamb", "Three Blind Mice", etc.)

III. Sea Chanteys

1. Play the record Songs of the Clippers for the students.
2. After the student have heard the record, review the terms "short haul" chantey and "long haul" chantey.

3. Play the record again and let the students decide what type of chanteys are being sung.

QUESTIONS

1. What musical instruments were used on the album and record?
2. How did the songs make you feel when you heard them?
3. Which songs did you like? Why?

Lesson Number: 9
Subjects: Social Studies, Art
Skills: Inquiry, Organizational, Creative, Communicative, Measurement

ARCHAEOLOGICAL DIG

LESSON CONCEPT

All people have formed their beliefs and behaviors due to universal human needs and problems.

COMPETENCY GOALS

1. The learner will organize and analyze information and draw conclusions.
2. The learner will demonstrate growth in self-management.
3. The learner will try to understand other modern cultures before condemning them because they are not like his or hers.

OBJECTIVES

1. The students will create a unique society based on universal needs and problems.
2. The students will produce artifacts which reflect the themes of their culture.
3. The students will analyze artifacts and interpret their significance.

MATERIALS

two plots of ground
shovels and trowels
eight wooden stakes
materials for artifacts can be brought by students

VOCABULARY

archaeology
artifact
culture
values
ethics
theme

BACKGROUND INFORMATION

An archaeological dig is one of the specialized set of techniques that archaeologists use in reconstructing and explaining past cultures. Culture is defined as the customary beliefs, social systems and material traits of a group. Archaeology is the study of past cultures. Archaeology attempts to explain why cultures have changed. Archaeological studies are divided into categories: prehistoric, dealing with those cultures without a recorded history and are studied from the remains; and historic, dealing with cultures that have written recorded histories.

Archaeologists have three variables to control when trying to explain societies - time, space and cultural content. Time can be controlled by excavating the different strata of earth. Artifacts found in the same stratum are considered to be of the same time. Similarly, artifacts found in deeper and lower strata are considered to be older than those found in the upper strata. The space element is used to explain the organization and distribution of communities. The culture content is the study of artifacts, man-made articles and remains of natural resources.

A cultural universal is a custom, belief, ceremony, institution or some aspect of a society that is common to all groups of people. Music, language and religion are cultural universals that are found in most societies.

If archaeologists are able to discern a pattern of why changes occurred in past societies, they may be able to predict changes in our present society.

TEACHER PREPARATION

This is a simulation of an archaeological dig where students create a culture. The students make artifacts to represent the time, setting, themes, ethics, values and history of the culture. The students participate in reconstructing another group's culture from buried artifacts.

The class should be divided into two groups. Each group will meet privately. Arrangements should be made to send one group to the library or an empty classroom with an aide or parent volunteer.

On the day of the dig, the students will need a shovel, a garden trowel, plastic garbage bags, a tape measure and a camera if possible.

Each group will elect a crew chief who must be in charge of all meetings and procedures. This student must be able to organize and be responsible.

ACTIVITIES

I. Creating A New Culture

1. First Meeting: Divide the class into two groups and introduce the activity they will be doing for the next few weeks. Have each team elect a crew chief. Have each student create and write a hypothetical society, keeping in mind the time, setting, theme, ethics and history of their culture. These will be presented at the next meeting.

2. Second Meeting: Have each group meet separately. Secrecy is of the utmost importance. Each student should present his/her culture to the group. The crew chief serves as coordinator. After each culture has been presented, the group must decide upon a culture through discussion, compromising, blending ideas, etc.

   Each group member is then assigned to one cultural universal to develop:

   a. technology
   b. money and trade
   c. language
   d. religion
   e. death rites
   f. marriage rites
   g. child rearing
   h. government
   i. music and esthetics
   j. recreation and games
   k. food, methods of production, domesticated animals
   l. clothing and adornments
   m. shelter and dwellings
   n. transportation
   o. number system

   The student will decide how his/her particular universal will be developed.

3. Third Meeting: Groups will meet separately and each student will present his/her ideas on their cultural universal to the group. Each is discussed and any objections noted. The ideas for each universal should be finalized at this meeting.

   Each student must think of an artifact he/she can make to represent the universal. Any writing needed should be submitted to the language committee for translation.

   The students should have sketches of their artifacts ready for the next meeting, as well as a list of materials to be used.

4. Fourth Meeting: Each student presents his/her sketch of the artifact to the group. Each must be approved by the group. All materials needed to construct the artifact should be brought to the next meeting.

5. Fifth Meeting: Students make artifacts of their culture.

6. Sixth Meeting: "DIG". The crew chief assigns members to the following jobs:

   2 diggers (use shovels, garden trowels, brushes)
   2 measurers (use tape measures)
   1 recorder (record depth and location of each artifact)
   1 washer-bagger (clean and bag artifacts)
   1 photographer (if a camera is not available, have several students draw important pictures relevant to study)

   The remaining members of the crew will bury the artifacts in a pit 1 foot deep that has been staked off.

   After both groups have buried their artifacts, the crews that have been assigned jobs will dig up the other group's artifacts. These should be placed in large boxes for safe keeping until the next meeting.

7. Seventh Meeting: The artifacts should be distributed to students for reconstruction and interpretation. These interpretations should be written. Try to decipher the language.

8. Eighth Meeting: Each group should discuss the probable nature of the other's culture from the excavation, artifacts, and observations. Decide on its time, setting and themes.

   Present interpretations of specific artifacts and present ideas of the culture's universals.

9. Ninth Meeting: Both groups meet together. One presents its conclusions to the other group concerning what it excavated. The second group then explains what the buried artifacts really mean. The same procedure is taken by the second group.

QUESTIONS

1. Are there any themes or values that can be found throughout our culture?

2. What artifacts of today would best reflect our culture for archaeologists of the future? How might they be misinterpreted?

3. Are there any parts of our culture that couldn't be shown accurately by artifacts? Explain.

4. Can digging up ancient cultures be of any use in solving today's problems? How?

5. Has this activity changed your attitude towards the so-called "primitive" artifacts found in museums? How and why?

REFERENCES

"Dorway To The Past." 1969, Color, 20 minutes. A study of colonial archaeology of Williamsburg, Virginia. Available from: Audiovisual Service Branch, Information Services Seciton, Division of the State Library, 109 East Jones Street, Raleigh, North Carolina, 27611.

Archaeological slides and script available on loan from: University of North Carolina, Sea Grant College Program, 105 1911 Building, North Carolina State University, Raleigh, North Carolina, 27650.

Coastal Archaeology - A Look At Human History. UNC Sea Grant Newsletter. Volume 5, Number 7, August 1978. Available from the prior address.

SOURCE

Mauldin, L., D. Frankenberg and J. Bazzolo, editors. Coastal Beginnings, North Carolina Marine Education Manual. Raleigh, N.C.: UNC Sea Grant Publication, 1979.

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Manteo, North Carolina

ALGONKIAN INDIAN FEAST

* * * * MENU * * * *

Grits
Gallimaufry Stew
Grilled Fish
Steamed Shellfish

RECIPES:

**Grits

instant grits salt water butter pot

Boil water and pour over grits in a large bowl. Serve with butter. Consult package for amount needed for your group. (This dish, invented by the Indians, is coarsely ground corn boiled in water.)

**Gallimaufry Stew

vegetables (beans, pumpkin, corn, squash, melon)
meat (beef, any wild game available)
fish (purchased at a seafood market or caught by the students)
large cooking pot

This Algonkian dish consisted of vegetables, meat and fish abundant at the time. The Indian method of preparation was to fill a large earthenware pot with water and build an even fire around the pot. Add vegetables, meat and fish. If this method is impractical, simply prepare stew in a large pot on a stove or a hot plate. Allow each child to add an ingredient.

**Grilled Fish

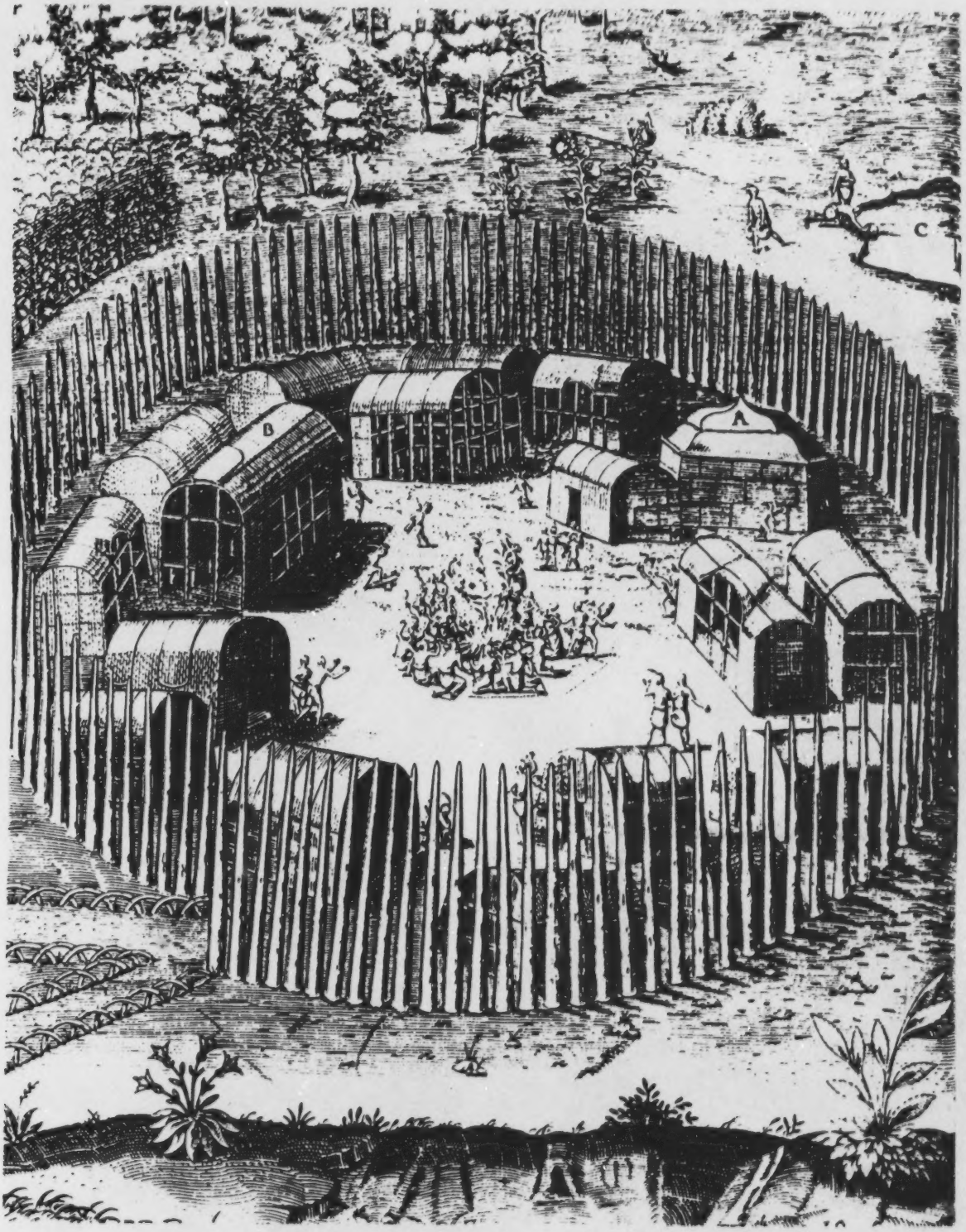
fresh fish (heads and intestines removed, scaled)
grill and charcoal

The Indians built a wooden grill about two to three feet high with fire underneath. Grill the fish until the meat flakes easily with a fork.

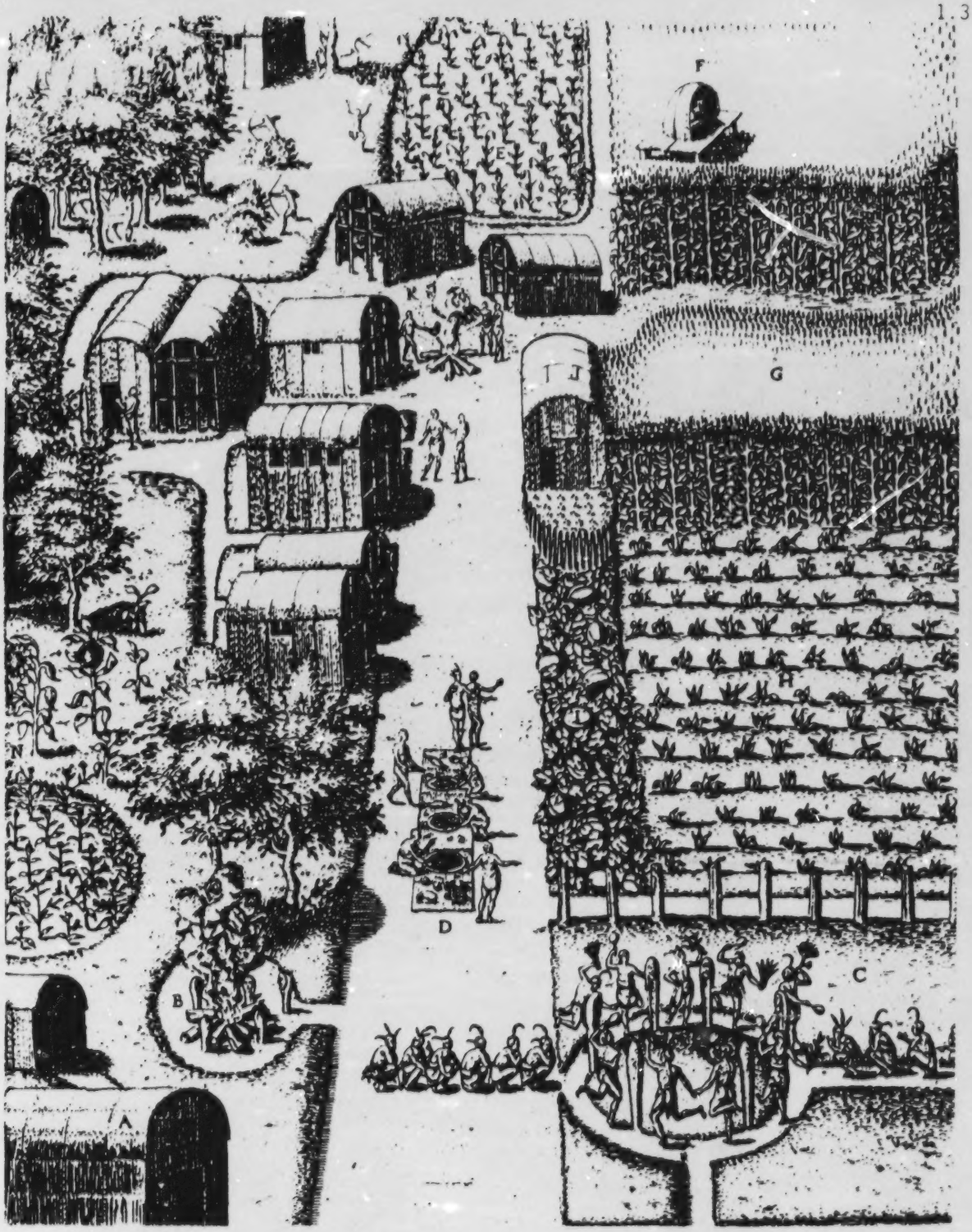
**Steamed Shellfish

fresh shellfish (crabs, shrimp, clams or oysters)
pot
seasoning for seafood (salt, pepper, celery, garlic, etc.)

The Indians dug a shallow depression in the sand and poured in a layer of hot coals. After which they put in a layer of wet seaweek and placed the shellfish on the seaweed. They then covered the contents with sand to let the shellfish cook. If this method is impractical, fill a pot one-quarter full with water. Wash the unshucked clams and oysters thoroughly before cooking. Add seafood seasoning and heat the water until boiling. Add shellfish and cook for ten minutes.



John White's engraving of an Indian town in what is now eastern North Carolina. The building marked "A" at the right side of the village was the temple. The king lived in the building marked "B". The dwellings were made of posts covered with mats or branches of trees. The area marked "C" at the upper right was the pool which the Indians dug to supply the village with fresh water.



In this village scene by John White, some of the agricultural achievements of the Indians are shown. The area marked "F" in the upper right corner is a man stationed in a hut to frighten the birds and animals away from the corn and tobacco crops. Other plantings include pumpkins ("I") and flowers ("N").

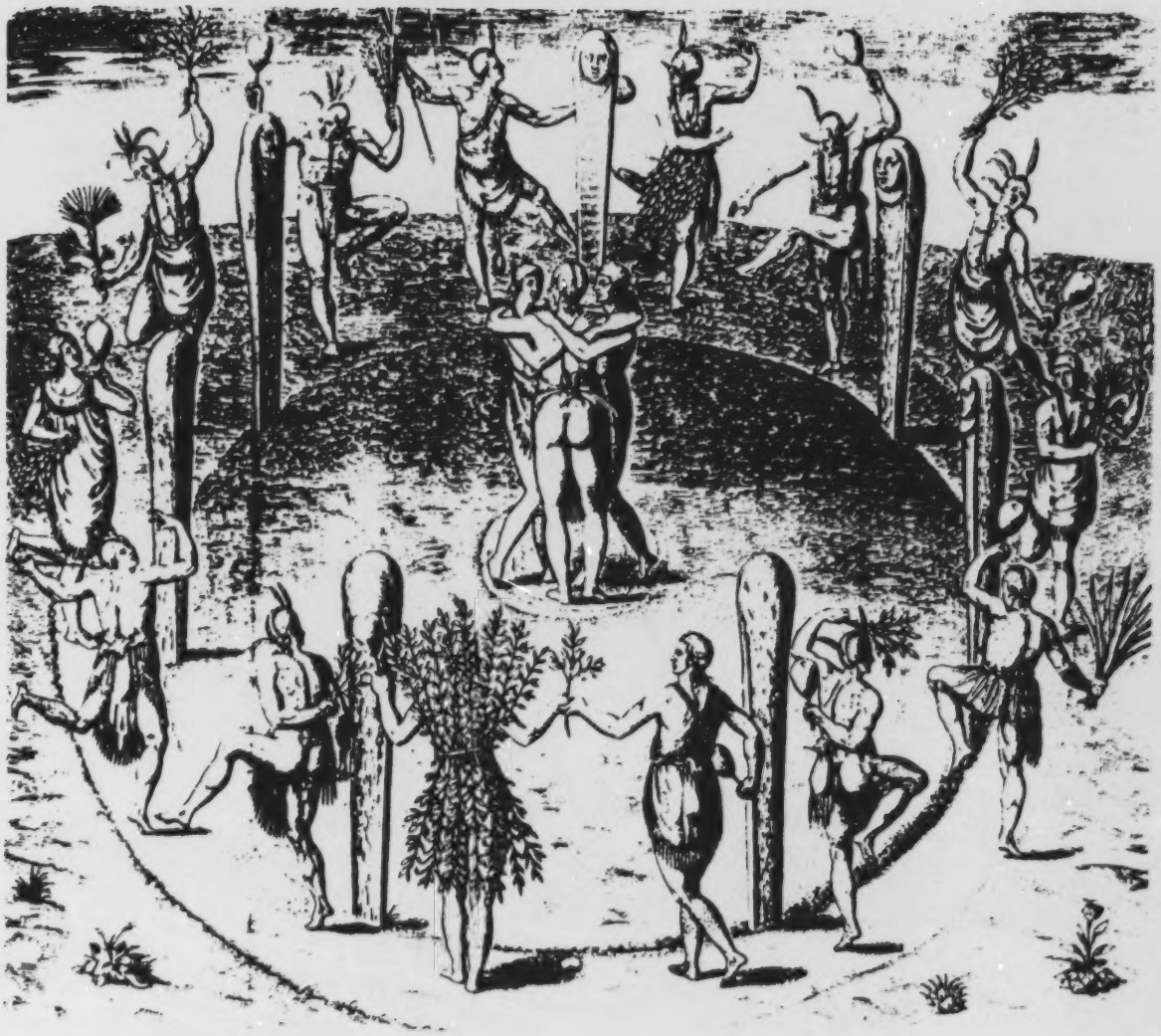
The large building at the lower left marked "A" was the burial place for the chieftains. The circular area marked "B" was where the Indians prayed, while "C" was the central gathering place in the village.

John White's watercolor of a Roanoke chieftain--perhaps even Wingina. The chieftains wore their hair in a coxcomb on top but let the rest grow long to form a knot at the back of the neck. They did not paint themselves, but wore a chain of pearls or a copper pendant as a sign of authority. The pose of one arm crossed over the other was considered a sign of wisdom. The chieftain's clothing was made from fringed deerskin.

In this drawing by John White, the methods the Indians used to build boats is clearly shown. They first made a fire at the base of a tree which eventually caused the tree to fall. Then they stripped off the bark and upper branches and placed the trunk on a platform. After burning out the center of the trunk, they scraped the charred wood away with shells.

This painting illustrates the fishing methods of the Indians in North Carolina. Since the Indians did not have iron or steel, they made spears by fastening the sharp tail of a crablike fish to the end of a reed or long rod. They also made fish traps of reeds or sticks as shown in the background called weirs.

The method by which the Indians cooked their fish is illustrated above in this drawing by John White. Unlike the Florida Indians, the Indians of North Carolina did not make any attempt to preserve their fish or game for winter storage. Until the arrival of the colonists, the food supply the year around was more than ample for the Indians' needs.

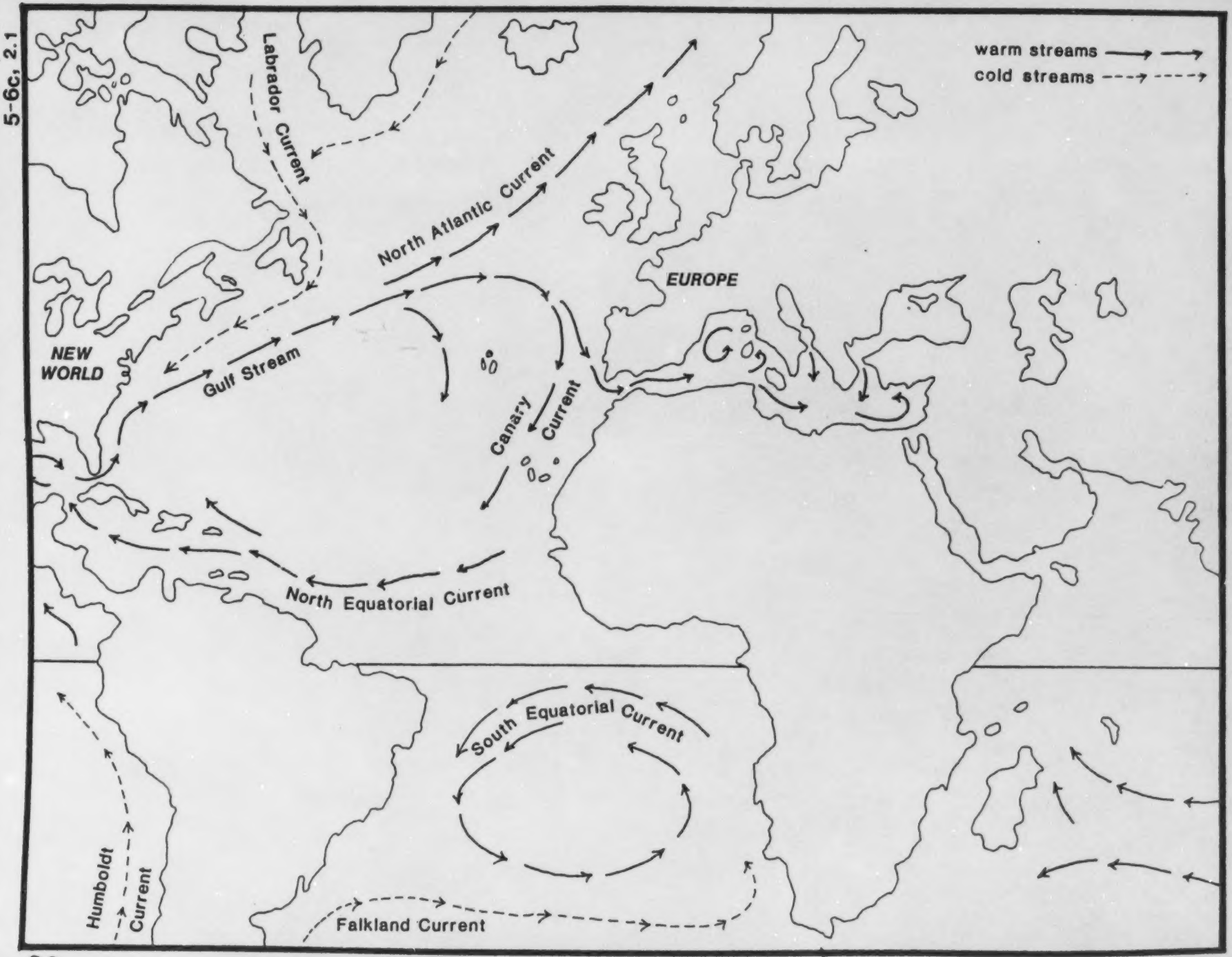


For the annual great feast, the Indians from the entire area came dressed in strange costumes and danced around poles carved with faces. Three of the most beautiful women of the area danced around in the center of the circle while the men and women of the various towns would sing and dance around the perimeter.

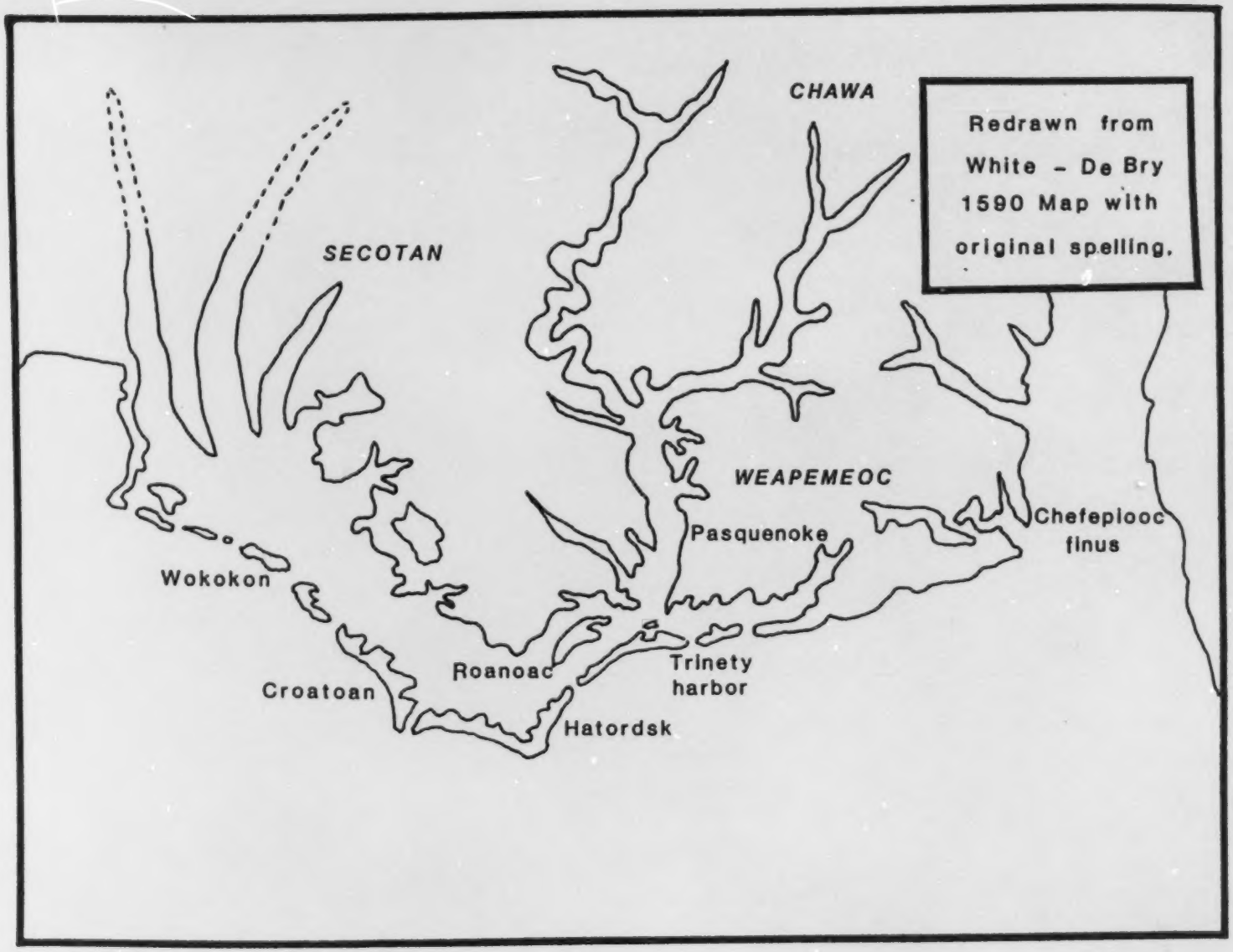
The Indians used the bow and arrow for hunting and battle. Pictured here by John White is a chieftain with his bow and arrow and quiver of rushes.

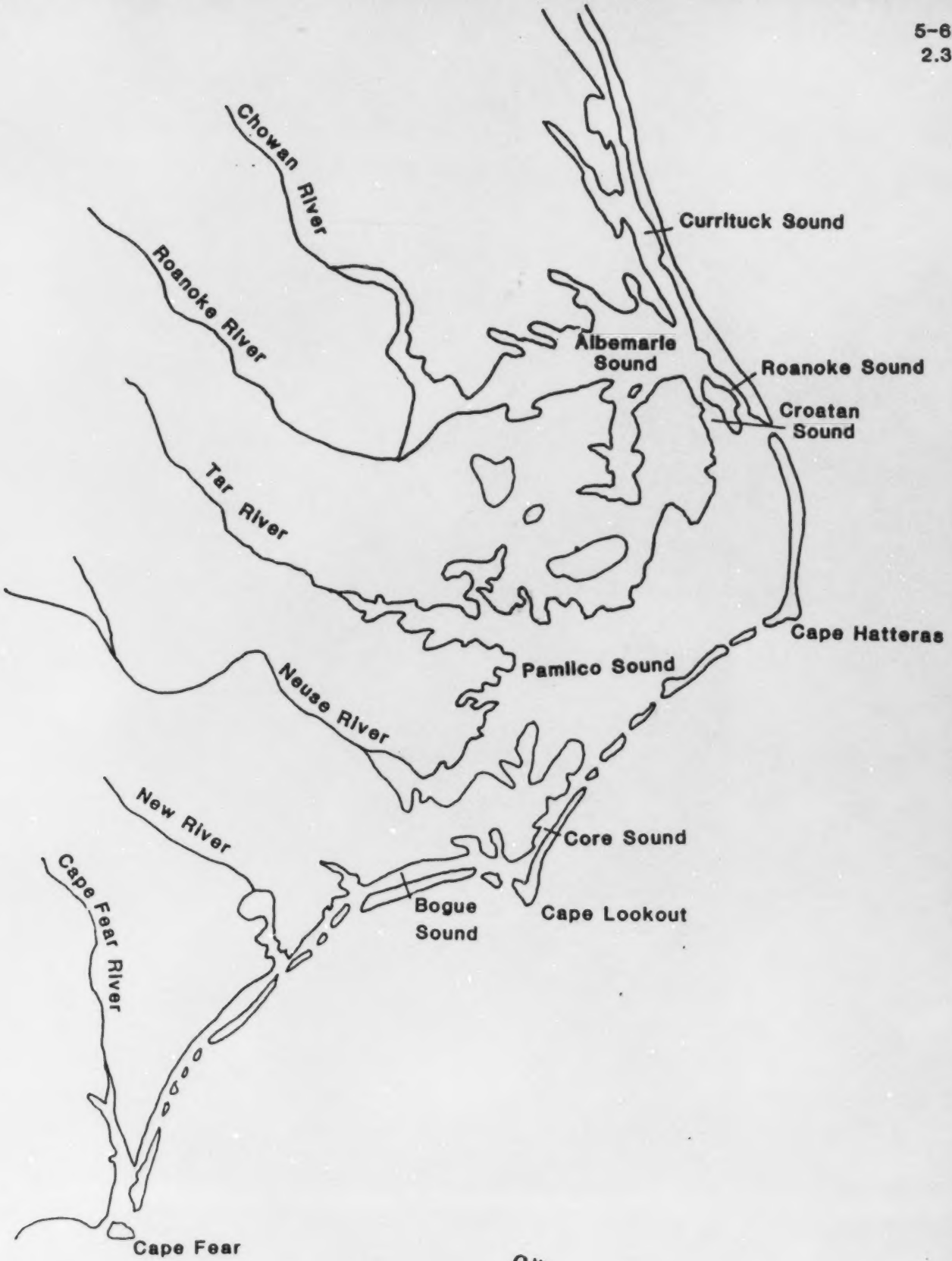
The women were of reasonable good proportion. Their foreheads, cheeks, arms and legs were pounced. About their necks they wore a chain, either pricked or painted. They hung long chains of pearls or of smooth bones at their ears.

5-6c, 2.1

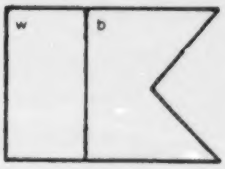

warm streams
cold streams
Labrador Current
North Atlantic Current
EUROPE
NEW WORLD
Gulf Stream
Canary Current
North Equatorial Current
South Equatorial Current
Humboldt Current
Falkland Current

5-6c
2.2

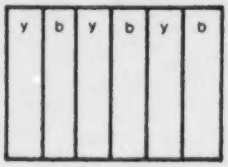

CHAWA
Redrawn from White – De Bry 1590 Map with original spelling.
SECOTAN
WEAPEMEOC
Pasquenoke
Chefeplooc finus
Wokokon
Roanoac
Trinety harbor
Croatoan
Hatordsk


Chowan River
Roanoke River
Tar River
Neuse River
New River
Cape Fear River
Currituck Sound
Albemarle Sound
Roanoke Sound
Croatan Sound
Cape Hatteras
Pamlico Sound
Core Sound
Bogue Sound
Cape Lookout
Cape Fear

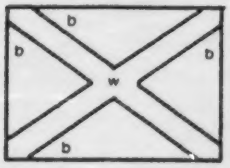
A alpha



G golf

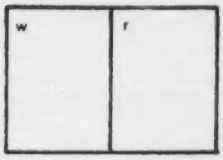


M mike

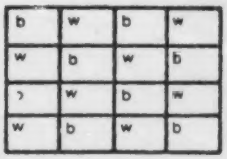


B bravo

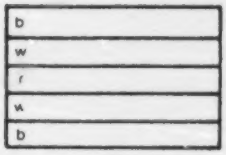
H hotel



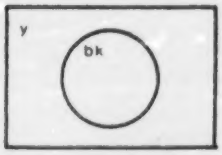
N november



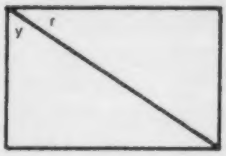
C charlie



I india

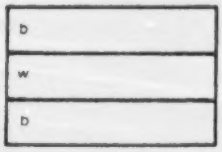


O oscar

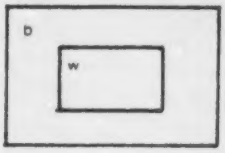


D delta

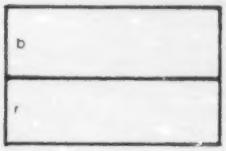
J juleitt



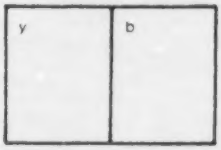
P papa



E echo

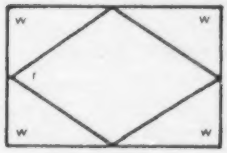


K kilo

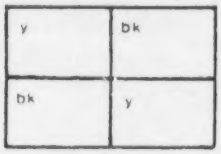


Q qubec

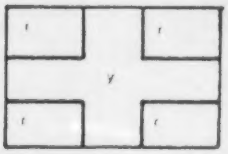
F foxtrot



L lima



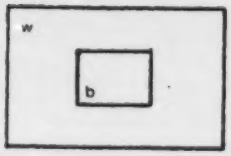
R romeo



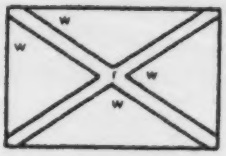
COLOR KEY

b blue bk black
r red w white
y yellow

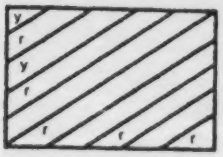
S sierra



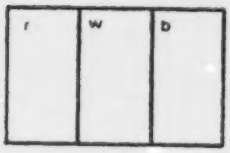
V victor



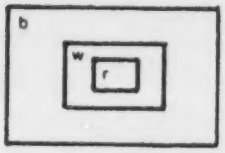
Y yankee



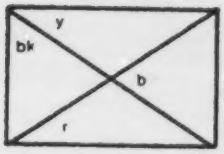
T tango



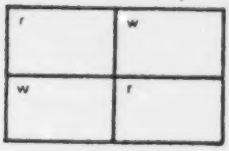
W whiskey



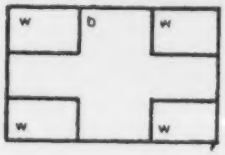
Z zula



U uniform



X xray



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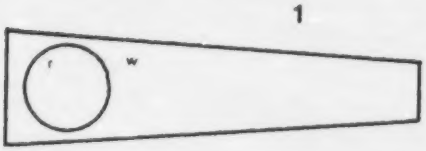

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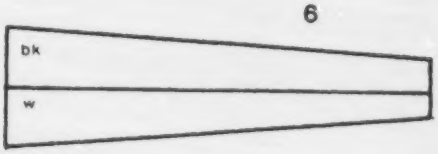

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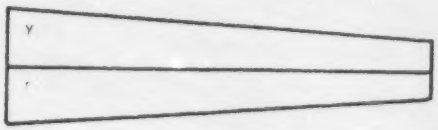

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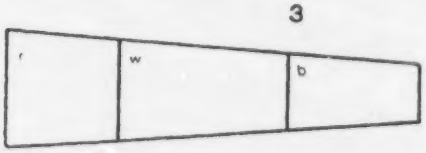

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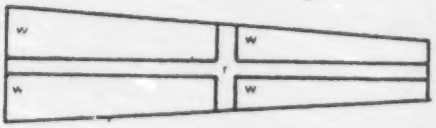

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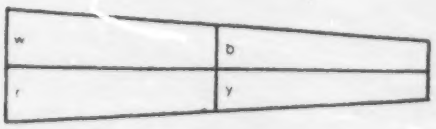

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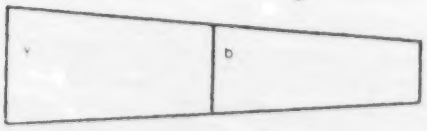

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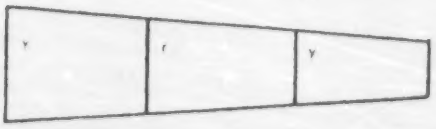


SINGLE LETTER SIGNALS

A - I have a diver down; keep well clear at slow speed.

B - I am taking in, or dischargin, or carrying dangerous goods.

C - Yes (affirmative of "the significance of the previous group whould be read in the affirmative").

D - Keep clear of me; I am maneuvering with difficulty.

E - I am altering my course to starboard.

F - I am disabled; communicate with me.

G - I require a pilot. When made by fishing vessels operating in close proximity on the fishing grounds it means: "I am hauling nets."

H - I have a pilot on board.

I - I am altering my course to port.

J - I am on fire and have dangerous cargo on board; keep well clear of me.

K - I wish to communicate with you.

L - You should stop your vessel instantly.

M - My vessel is stopped and making no way through the water.

N - No (negative or "The significance of the previous group should be read in the negative"). This signal may be given only visually or by sound. For voice or radio transmission the signal should be "NO."

O - Man overboard.

P - In harbor: All persons should report on board as the vessel is about to proceed to sea.
At sea: It may be used by fishing vessels to mean: "My nets have come fast upon an obstruction."

Q - My vessel is "healthy" and I request free practique.

S - My engines are going astern.

T - Keep clear of me; I am engaging in pair trawling.

U - You are running into danger.

V - I require assistance.

W - I require medical assistance.

X - Stop carrying out your intentions and watch for my signals.

Y - I am dragging my anchor.

Z - I require a tug. When made by fishing vessels operating in close proximity on the fishing grounds it means: "I am shooting nets."

TWO-MASTED CARGO SHIP

Sails: two 5 cm x 3 cm two 6 cm x 4 cm
two 8 cm x 6 cm
three triangle jibs: 3 cm high x 4 cm at base

Deck: 27 cm long
9 cm wide at beam

Hull: 25 cm long

SHIP BUILDERS ORDERS

ONE-MASTED SLOOP

Sails: one triangular mainsail - 4 cm high x 6 cm at base
one triangular jib sail - 3 cm high x 1 cm at base

Deck: 8 cm long
3 cm wide at beam

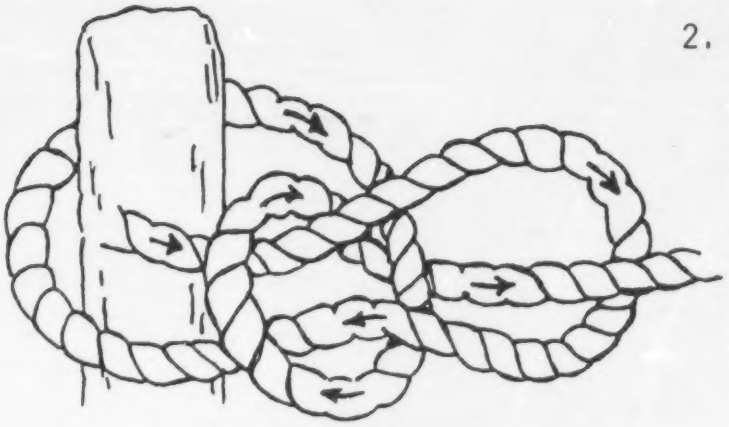
THREE-MASTED PINK

Sails: one triangular sail - 4 cm high x 5 cm at base
one triangular sail - 6 cm high x 7 cm at base
one traingular sial - 6 cm high x 6 cm at base

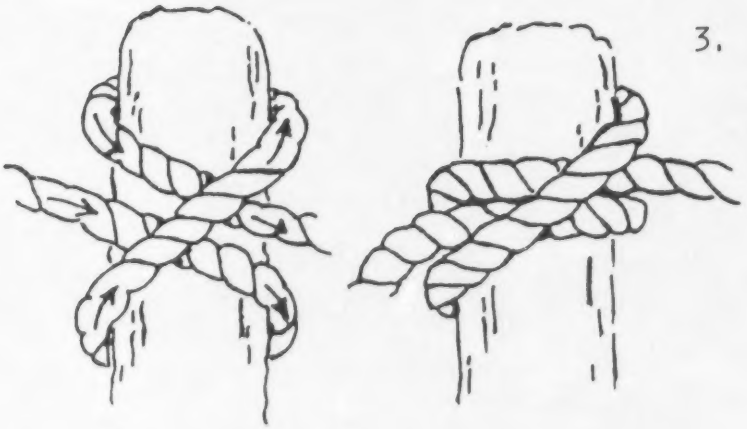
Deck: 14 cm long
6 cm wide at beam

DIRECTIONS FOR TYING KNOTS

1. Square or Reef Knot - most common and useful knot and is referred to as the sailor's knot. It can be difficult to untie and should never be used to join together different sizes of rope.



2. Bowline and Running Bowline - These knots are used whenever a loop or noose is needed on the end of a rope. An example would be making a boat fast to a pier or wharf. A bowline will not slip nor is it difficult to untie. By running the loose end of the rope through the loop, a running bowline is made.

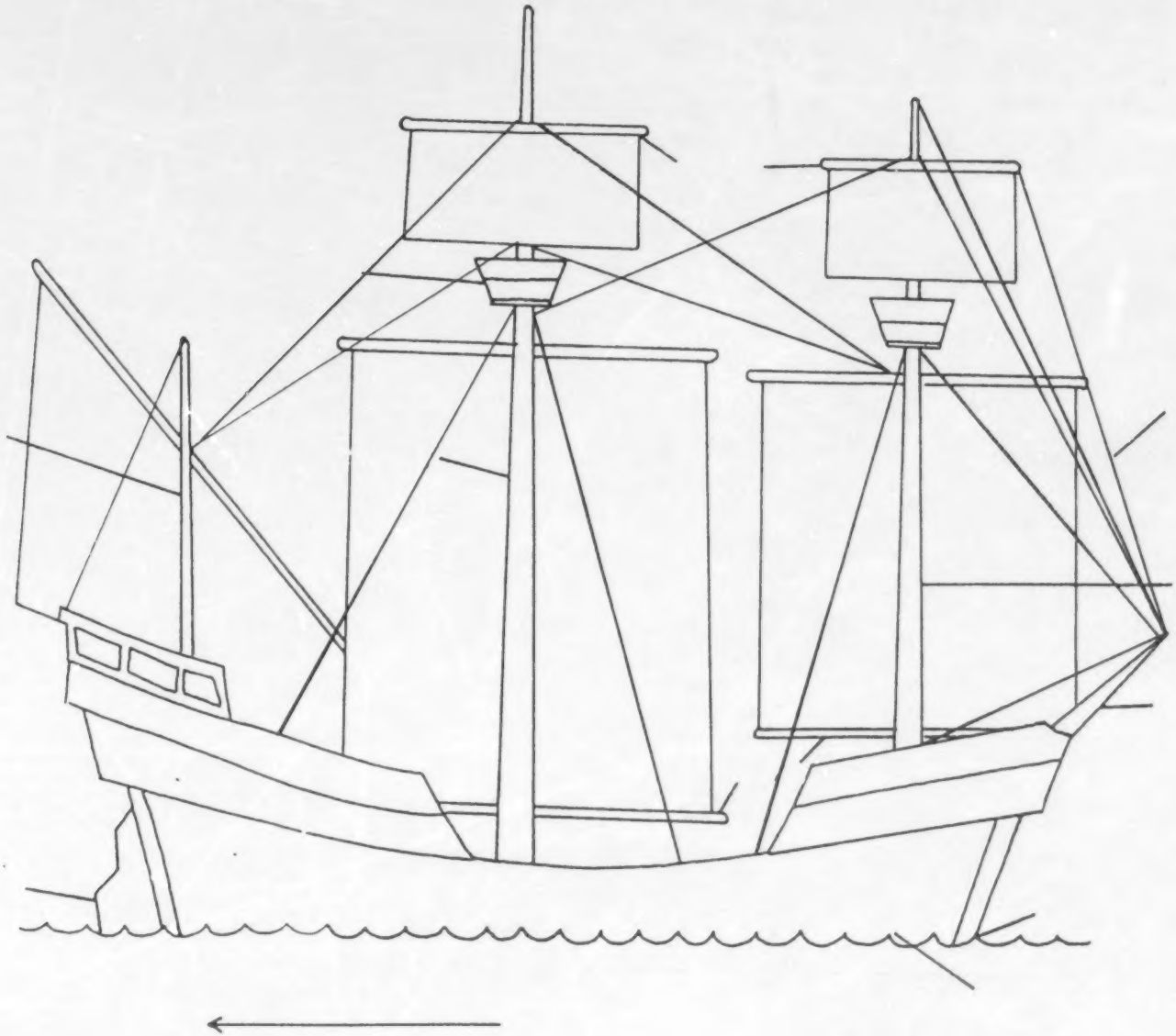


3. Clove hitch - This knot is only a temporary but effecient way of making a rope fast to a piling or bollard.

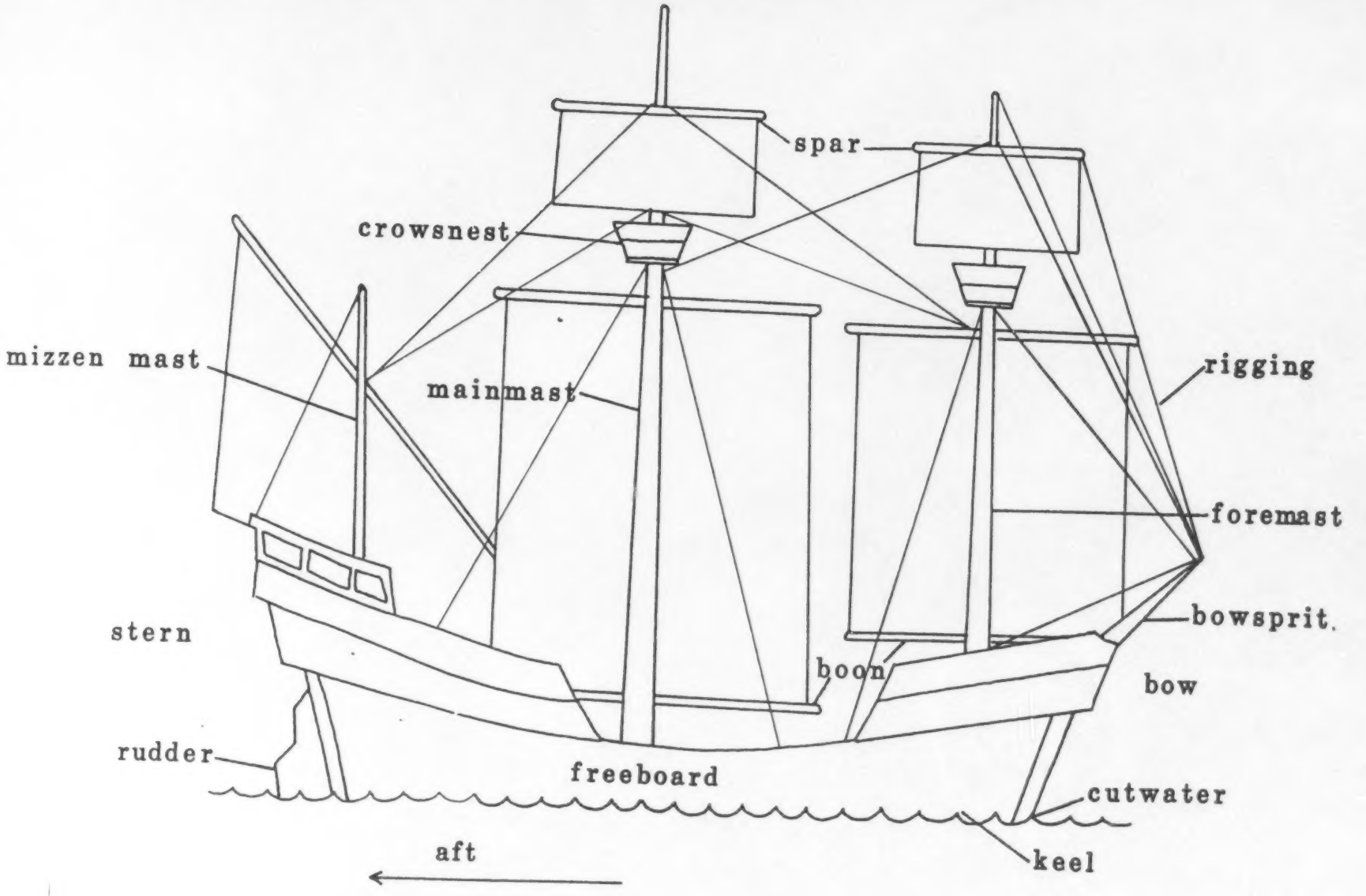
NAUTICAL TERMINOLOGY

aft:	rear direction on a ship
beam:	width of ship
boom:	lowest wooden beam used in schooner rigging
bow:	forwardmost part of ship
bowsprit:	boom extending from bow of vessel
cutwater:	where ships bow meets water
forecastle:	storage area in bow of vessel
mast:	(main, fore, mizzen) upright vertical poles from which sails hang
port:	left (directional)
rigging:	lanes that hold the mast or raise and lower sails
spar:	crosspiece from which sails hang from masts
starboard:	right (directional)
stern:	rearmost portion of vessel
windward:	side of vessel the wind is hitting
leeward:	side of vessel not in path of wind
freeboard:	amount of hull between deck and waterline
keel:	midline of ship upon which ribs are fastened
oar:	long rowing paddle for propelling small craft

Nautical Terms



Nautical Terms



HOME REMEDIES

* For a headache:

  Take a long piece of cloth and tie it around the head real tight and it will ease the pain.

* For a toothache:

  Put a piece of cotton in camphor and stick it in the hole in the tooth. This will stop the toothache for a while.

* For fever:

  Take an onion, chop it up or beat it up real fine, put it in a nice thick piece of cloth for a bandage. Soak it in salt and vinegar, then place the bandage on the person's foot. This draws the fever from the head to the foot.

* For cuts:

  Take a nice thick rag and soak it in kerosene and place it on the cut. This will stop the bleeding that has occurred.

* For an animal bite:

  Take a piece of chewing tobacco and chew it up and soak it in wiskey and place it on the bite. This will help cure the pain.

* For ear infection:

  Get a pinch of salt and put it in a glass of warm water and add just a drop of this in the ear. This will stop the aching.

* For earache:

  The method for the earache is to put just a drop of sweet oil in the ear to stop the aching.

* For a wart:

  Put a drop of castor oil on the wart and it will eventually go away.

* For a sore throat:

  Put a half a teaspoon of salt in a glass of water, sprinkle with pepper, add a teaspoon of vinegar, them you mix it up real good and gargle it.

* For wasp stings:

You rub the sting with snuff spittle and the pain will go away.

Collected by Perley Williams
Edited by: Lorna Baum

EARLY MARITIME CULTURES OF NORTH CAROLINA

TEST

1. The ocean, sounds and rivers influenced the Algonkian lifestyle by

   a. providing fish and shellfish for food.
   b. providing a means of transportation with dugout canoes.
   c. providing a form of bartering with clam, whelk and cockel shells.
   d. all of the above.

2. The North Carolina-Virginia coastal area was colonized for several reasons. Which of the following was not a major factor?

   a. The rivers and sounds provided protective harbors from ocean storms.
   b. The colonists were interested in the gold mines of the Algonkian Indians.
   c. The weather was mild with plenty of rainfall and a long growing season.
   d. The Gulf Stream was just off shore and was used for returning to England.

3. The difference between a pirate and a privateer was

   a. none.
   b. privateers turned all their loot into the government while pirates turned in half of their captured loot.
   c. privateers worked for his government and shared the profit with the government; pirates recognized no government and kept all the captured loot.
   d. privateers worked for the French government and pirates worked for the Spanish government.

4. The main, fore and mizzen are

   a. types of boats.
   b. different types of nautical knots.
   c. masts from which the sails hang.
   d. different types of communication flags.

5. Naval stores, an important colonial commercial industry, were

   a. concerned with primarily building ships for the Royal Navy.
   b. based on the production of tar, pitch, rosin and turpentine.
   c. shop keepers and craftsmen who outfitted the sailing ships.
   d. all of the above.

6. To become a craftsman or tradesman an individual had to serve as

   a. an apprentice.
   b. an appendix.
   c. a laborer.
   d. a slave.

7. Folklore is

   a. the study of different countries.
   b. the study of writings of ancient cultures.
   c. the study of customs, beliefs, songs and sayings of a culture.
   d. none of the above.

8. A "short haul" chantey was sung to a job that required only a few hard pulls; a "capstan" chantey was sung with

   a. raising the sails.
   b. scrubbing the deck.
   c. rowing the life boat.
   d. weighing the anchor.

9. The goal of archaeology is

   a. to dig up ancient cultures.
   b. to discover fossils.
   c. to explain why cultures have changed.
   d. none of the above.

10. Individuals had many reasons for coming to the New World. Which of the following was not a major factor?

   a. Individuals were escaping religions in which they did not believe.
   b. Individuals were escaping the disease and sickness of the crowded cities.
   c. Individuals had a greater chance to earn a better living.
   d. Individuals had a greater chance to own land.

ANSWER KEY

TEST 5-6C

1. D
2. B
3. C
4. C
5. B
6. A
7. C
8. D
9. C
10. B